Professional & Technical Writing

English 3900 | Format: Fully Online | Credits: 3
Course Prerequisite: Engl 1102 (C or better) | Course IDs: 80066 (Section 90) 80067 (Section 91)

Instructor Contact
Name and Title: Dr. Cantice Greene
Office: Arts and Sciences G110-G
Phone: 678-466-4739
Office Hours: 2:00-3:00pm M/W (Sign up in Bb Collaborate)
Email: Email me in D2L (Please find my name on the list)
I check email M-F twice daily around noon and by 5pm.
I respond to email sent before 5pm on the same day and after 5pm within 24 hrs.

Course Description: An advanced study and application of principles for effective professional and technical writing. Topics to include audience and context analysis, ethical communication, and writing for international readers. Students put these concepts into practice by writing and designing several professional and technical documents for both specialist and non-specialist readers. While open to students from all majors, the course includes entry assessment of writing skills for the baccalaureate degree program in Communication and Media Studies. Required to earn at least a C in the course, based on the program-entry-level assessments of writing skills built into the class.

This Specific Class: ENGL 3900 is a composition course that focuses on the technique of writing, including, but not limited to, writing in the workplace. In a variety of contexts, the course focuses on exploration, analysis, description, and argumentation. The course will also implement a variety of research skills.

Required Texts


Writing Handbook: Suggested handbook
Assignments and Program Outcomes

Students will:

1. Design samples through a rhetorical framework (audience-message-text) to determine strategies and tactics for communication.
2. Design samples that address various professional contexts and exhibit persuasive strategies
3. Compose with attention to diverse audiences as demonstrated by communicating with tact and sensitivity to the cultural, ethical, and legal concerns of each audience
4. Compose using a process of planning, drafting, designing, revising, and publishing
5. Compose using stylistic conventions specific to the task and audience
6. Integrate WOVEN (Written, Oral, Visual, Electronic, and Nonverbal) content to achieve maximum usability and persuasiveness in compositions
7. Reflect on their processes and the products of the process

Although each assignment is designed with each outcome in mind, the following chart shows which outcome is primarily addressed through a course assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to/Instructions letter (100pts)</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>How to/Instructions video (100pts)</td>
<td>1, 3, 6</td>
</tr>
<tr>
<td>Editing exercises (100 pts)</td>
<td>4, 5</td>
</tr>
<tr>
<td>Problem Analysis (100pts)</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Discussions (200 pts)</td>
<td>7</td>
</tr>
<tr>
<td>Reflection (completion)</td>
<td>7</td>
</tr>
<tr>
<td>Grant Proposal* Group Project (200 pts)</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Planning Research and Interview (100 pts)</td>
<td>4</td>
</tr>
<tr>
<td>Notetaking and Plagiarism Quiz (50 pts)</td>
<td>4, 5</td>
</tr>
<tr>
<td>Outline and Reader Matrix (50 pts)</td>
<td>1, 2, 4</td>
</tr>
</tbody>
</table>

Other Required Materials

- Costs for printing and photocopying multiple copies of drafts of papers
- A CSU student email account that you check daily for changes, handouts, and announcements; a laptop computer (with the CSU standard software package installed). For further information on CSU’s Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.
- Daily, reliable Internet access for GAView

Computer Skills Prerequisites

- Ability to use the Windows operating system
- Ability to use Microsoft Word word processing
- Ability to use Camtasia (Students must obtain download from content folder)
- Ability to send and receive email using Outlook or Outlook Express
- Ability to attach and retrieve attached files via email
- Ability to use a web browser.
- Ability to use a camera (mobile phone or web cam) to capture scenes
Course Work
I return course work that is submitted on time in one-two weeks. Late work may not be returned in one-two weeks.

1. Discussions 20% (200pts)
These include pre-writing and drafting assignments that practice skills we discuss in class, respond to assigned readings, and serve as invention strategies for papers.

2. Written projects (Problem analysis and How to) and Quizzes 20% (200 pts)
The quizzes are based on major competencies that are taught in online modules and through links to other resources including library instruction libguides and internet-based videos, and they may include additional readings assigned during weeks leading to the quiz. Quizzes may be assigned through Mindtap/Aplia.

3. Grant Proposal (Group project) 20% (200pts)
These academic essays include rhetorical analysis and interpretation of existing arguments as well as your own arguments.

4. Drafts/Planning Exercises 30% (300pts)
These written commentaries are responses to your assigned readings. To be counted, they must be posted to your blog site at the beginning of class on the day they are due.

5. How to Video 10% (100pts)

Unsatisfactory Performance in the course
Please note that missing/not submitting an assignment will result in a D or F in the course. Also note the late policy: I accept late work up to one week after the due date. Work submitted more than one week after the due date will not be accepted.

I use a 10-point grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

Course Policies
Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities.

1. Late work: If you turn in work late, I may not be able to return it in time for my feedback to help you on the next assignment. Bearing this in mind, I accept late work within one week of its being due with a letter-grade-a-day penalty. Submit late work to the appropriate assignment dropbox. The assignments submitted will be time stamped and late work will be stamped as late.

2. Submitting Papers: This course emphasizes the development of your ideas in various stages of the writing process. We will have a workshop for each of the major writing assignments. Final papers, drafts for peer review, and all out-of-class writing should be typed on a word processor, double-spaced with 1-inch margins and font, and follow MLA guidelines. Always keep a copy of any paper you submit so you can re-submit if a paper is lost; it’s a good habit to develop for future classes. Late papers will receive a letter grade deduction for each day late. The final paper of the semester must be submitted on time.
3. **Academic Misconduct**: All students will follow the “Student Code of Conduct” section of the online Student Handbook, available at <http://a-s.clayton.edu/langlit/L&L%20Plagarism%20Policy.htm>. Plagiarism is a form of academic dishonesty in which you present another’s ideas as your own. Plagiarizing means you thwart your own education and forego your responsibilities as a writer. Furthermore, you violate the ethical, academic standards of the academic community. These standards include the value of research and informed argument, open and honest debate and sharing of ideas, critical thinking about evidence, the careful presentation of research, and acknowledgment of the sources of ideas. We will devote class time to learning how to incorporate others’ ideas honestly and effectively. In addition, your papers will be submitted to Turnitin.com, an online plagiarism detection site. Students who violate these policies in this course will receive a range of academic and disciplinary penalties; see the last page of this syllabus for definitions and consequences.

4. **Work from Other Classes**: It is an act of academic misconduct to submit the same work to more than one professor. I use the term “multiple submissions” to categorize papers that have been or will be submitted in other classes for academic credit. Resubmitting work that you have completed for another class or at another school is an act of academic dishonesty. **Resubmitted papers will receive a grade of an F and may result in me reporting the act to the appropriate college counsel on academic misconduct.** To determine whether a source or idea from previous work is appropriate for an assignment in 1101, discuss it with me before using it.

5. **Grading**: Grades reflect my best and fairest judgment of the overall quality of your work, taking into account how well it fulfills the assignment and its purpose; how focused and organized it is; how effectively it uses evidence; how effectively it communicates with its audience; to what extent it engages its reader’s imagination and understanding; and how easily it can be read or viewed and comprehended (reading ease is affected by factors such as unity and coherence, grammatical correctness, and the physical appearance of the manuscript). For further information, see the course tracks and the general writing rubric below.

   • **Revision**: Revision is an integral part of the writing process and an essential part of improving one’s writing. Although class participation and collaboration improve your writing and are habits I hope you will develop, they are graded as classwork and not part of your final paper grade. As such, your paper grade reflects your final written product rather than your effort.

   • **Midterm Grades**: Please keep up with your progress in class by recording grades you receive. I will provide you a midterm average based on your graded work to date the week of the midpoint (the deadline for withdrawal without academic penalty.).

6. **Malfunctioning Computers and Electronic Devices**: Please contact the Hub immediately if your computer stops working. You may also check with the library to see if a loner computer is available. Do everything you can to resolve the issue. Extended problems with computers and/or internet connections will not receive special consideration. Since this is an online class, having a computer problem could result in your inability to continue in the course, so decide whether a withdrawal is appropriate based on how many assignments you have missed. It is up to you to resolve a computer or internet connection problem.
7. **Office Hours/Contact Information:** I encourage you to take full advantage of the Office Hours Discussion Board to get your questions answered about course content, course policies, and assignment procedures. In addition, you may email me to discuss specific questions you have about your writing. You should check your D2L email and course website daily for handouts, updates, and announcements.

8. **Attendance:** In the first week to two weeks of class there will be assignments that must be completed for you to remain in the class. If you do not complete those assignments you will be reported as a No Show and you will be dropped from the class.

9. **Extended Illness, Family-related problems**
   Please make me aware of extenuating circumstances that affect your performance. Discuss your options with me if you have extenuating circumstances, such as a severe illness, etc., that may prevent you from successfully completing the course. I may not be able to offer you an option to successfully complete the course, but talk to me just in case there is something we can work out.

10. **Online Class Etiquette or “Netiquette”**
    1. Discussion Forums: Please be respectful to fellow students and the professor. Lively discussions, heated debates, disagreements on the subject under discussion will not be allowed to devolve into unwarranted arguments and personal criticisms. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of F.
    2. Since we are in the online environment for this course it is important that you follow standard netiquette procedures as outlined below:
       I. Make posts that are on topic and within scope of the course material/discussion at hand.
       II. Always give proper credit when referencing or quoting another source.
       III. Avoid short, generic replies such as, “I agree.” You should include why you agree/disagree or add to the previous point. If you disagree, you should express your differing opinion in a respectful manner, avoiding personal attacks.
       IV. Since we are online, it’s difficult to decipher sarcasm in its written form. Please do your best to avoid it so it’s not taken the wrong way.
       V. Be sure to read all messages in a thread before replying.
       VI. Take your posts seriously and review, edit, and proofread your posts before submission. Serious grammatical mistakes will distract from your post and may take away from the point you’re trying to make.

Please see <http://a-s.Clayton.edu/DisruptiveClassroomBehavior.htm> for a full explanation.

11. *Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else’s intellectual work – their ideas and/or words – published or unpublished, including that of other students, and
portraying it as one’s own. Proper quoting, using strict APA formatting, is required, as described by the instructor.

• Students must properly cite any quoted material. No term paper, business plan, term project, case analysis, or assignment may have **no more than 20% of its content quoted** from another source. Students who need assistance in learning to paraphrase should ask the instructor for guidance.

• This university employs **plagiarism-detection software**, through which all written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned in by students in the same and other classes in this and all previous terms. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation in the student’s permanent file.

Please see an extended discussion of plagiarism below the schedule of classes.

**ADDITIONAL RESOURCES**

**Technical Support Center**
Desire2Learn is the virtual classroom for the course. You can gain access to Desire2Learn by signing on to the SWAN portal and selecting: “D2L” on the top right side. If you experience any difficulties in please email or call the HUB at TheHub@clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor’s name.

**Writers’ Studio (Room 224, Arts and Sciences, 678-466-4728)**
I encourage students to seek additional personal instruction and tutoring at the Writing Studio, located in Room 224 Arts and Sciences Bldg. You may also contact the Writer’s Studio online by visiting the website [http://clayton.edu/writersstudio](http://clayton.edu/writersstudio). There you will find a link to make an online appointment [http://clayton.mywconline.com](http://clayton.mywconline.com) and you will need to complete a one-time registration. The staff can assist you with all stages of the writing process, from invention to organization to revising. They will not, however, edit your papers or correct all your grammatical mistakes. If you seek help with a specific grammatical quandary or troublesome stylistic tendency, they can show you strategies for overcoming these problems. The service is free; you may drop-in and wait for a tutor or sign up for a regular appointment. N.B.: You, not your tutor, are ultimately responsible for the quality and content of the papers you submit.

**Operation Study**
At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

**ADA Accommodations for Students with Adaptive Needs**
Students who require accommodations should contact the Disability Services Coordinator, Student Center Room 255, phone 678-466-5445, or email: disabilityservices@mail.clayton.edu.

**Accommodations for Students with Language Needs**
In English 1101 we make every effort to make our course material accessible to diverse audiences, including multilingual students and English Language Learners. However, if you have additional language concerns, please consider contacting the ESL Coordinator for Clayton State. The ESL Coordinator is trained in Teaching English to Speakers of Other Languages (TESOL) and will be able to suggest helpful adjustment tips, study tips, and resources if you require them. The coordinator’s office is located on the first floor of the Arts and Sciences building (G).

**Schedule of Readings and Assignments***

*Change Statement
For course syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or course announcement, when changes are made in the requirements and/or grading of the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Read/Watch</th>
<th>Assignment</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 13-20</td>
<td>Introductions, D2L Welcome</td>
<td>Syllabus</td>
<td>D2L Quiz Discussion</td>
<td>Browser</td>
</tr>
<tr>
<td>Aug 21</td>
<td>Technical Writing 101</td>
<td></td>
<td>Discussion</td>
<td>Browser</td>
</tr>
<tr>
<td>Aug 28</td>
<td>Research in Technical Writing</td>
<td>Chapter one (1-22)</td>
<td>Discussion</td>
<td>Textbook</td>
</tr>
<tr>
<td>Sept 4</td>
<td>Notetaking and Plagiarism</td>
<td></td>
<td>Notetaking Exercise Discussion</td>
<td>Browser</td>
</tr>
<tr>
<td>Sept 11</td>
<td>Planning the Writing Process</td>
<td></td>
<td>Discussion Reader Matrix Plagiarism Quiz</td>
<td>MS Word (Smart Art) or Browser Handbook</td>
</tr>
<tr>
<td>Sept 18</td>
<td>Problem Analysis</td>
<td>Chapter two (23-38)</td>
<td>Peer Review of Problem Analysis</td>
<td>Textbook</td>
</tr>
<tr>
<td>Sept 25</td>
<td>Understanding Graphics</td>
<td></td>
<td>Final Draft of Problem Analysis</td>
<td>Browser</td>
</tr>
<tr>
<td>Oct 2</td>
<td>Editing Technical Writing</td>
<td>Read 234-236 Consult 149-233</td>
<td>Grammar and Mechanics Exercise Discussion</td>
<td>Textbook Handbook</td>
</tr>
<tr>
<td>Oct 9</td>
<td>Writing Instructions</td>
<td>Read 64-67</td>
<td>Instructions/How To Reader Matrix</td>
<td>Textbook Paint MS Publisher</td>
</tr>
<tr>
<td>Oct 16</td>
<td>WOVEN Composition</td>
<td></td>
<td>Instructions/How To Video</td>
<td>TechSmith/Relay Mobile Phone</td>
</tr>
<tr>
<td>Oct 23</td>
<td>Understanding Grants</td>
<td>Mim Carlson Winning Grants</td>
<td>Discussion</td>
<td>Adobe (pdf)</td>
</tr>
<tr>
<td>Oct 30</td>
<td>Composing Grants Program</td>
<td>Mim Carlson Winning Grants Ch. 6 and 7</td>
<td>Discussion</td>
<td>Adobe (pdf)</td>
</tr>
</tbody>
</table>
Guidelines for Writing from Sources and Consequences of Plagiarism

The following descriptions are designed to help explain plagiarism and its consequences to help you avoid it in your writing for this course. We will devote class time to learning and understanding how to use sources in your writing, how to research and take notes effectively, how to use and cite electronic resources, and how to get help from various writing aids and resources.

Problems in Writing-from-Sources:

Inaccurate Citation: Mechanics and Format: Students are expected to cite both written (print and electronic), oral, and visual sources consulted in papers and presentations. All borrowed ideas—both direct quotations and paraphrasing from another’s work—require accurate citation, and direct quotations require quotation marks. Students should learn and use correct format for block quotes, quotations, and in-text parenthetical documentation. Source material should be introduced fully, and all borrowed ideas should be cited; Works Cited pages should be formatted correctly. Drafts of papers with inaccurate citation, mechanical citation problems, and/or Works Cited inaccuracies will require mandatory revisions; final papers with these problems will receive an F.

Plagiarism

Insufficient Citation: Patchwriting and Derivative Papers: Students should fully introduce and cite borrowed material. Cutting and pasting passages from your source into your own paper without citation and turning in the paper as your own is plagiarism, as is directly quoting without using quotation marks. Undocumented paraphrasing is plagiarism: fully cite the source of your ideas. In addition, students are expected to paraphrase and summarize using their own stylistic features, not the source’s, to avoid patchwriting (also called stylistic plagiarism). If your summary is too close to the original in a draft, keep working to synthesize it fully. In addition, students are expected to develop their own framework for their papers rather than borrowing their source’s argument wholesale (even if acknowledged). Drafts with several examples of insufficient citation, papers that fail to develop original arguments, papers lacking a Works Cited page, or papers that exhibit
patchwriting will earn a lowered grade and will require mandatory revision; final papers will receive an F for failure to meet the minimum requirements of papers in 1101/1102.

**False Submissions, Ghostwriting, or Fraud:** Students are expected to write their own original papers for each assignment, from development of ideas and research to revision. If students turn in final papers substantially written by someone else (i.e. acquired or bought through the Internet, an organization, friends, family members, or another student; most of the paper cut-and-pasted from sources without documentation, etc.), the student will receive an F for the course and face disciplinary action as per the CSU Office of Student Life/Judicial Affairs. If such a paper is submitted for a rough draft, the student will receive a 0 for the draft and be required to do a mandatory revision and/or new rough draft before submitting a final paper.

**Multiple Submissions**
The term “multiple submissions” categorizes papers that have been or will be submitted in other classes at CSU or any other school or for any other group, entity, or person for academic credit or other credit. Resubmitting this work is an act of academic dishonesty. To determine whether a source or an idea from previous work is appropriate for an assignment in our class, discuss it with me before using it.

If you have any doubt about whether or not you’re plagiarizing, talk with your professor before submitting your paper.
# General Writing Rubric

## Invention of Content

**High Proficiency (20-18 points)**
- Ideas are clear, insightful, thought-provoking, and focused; consistently support the topic, thesis, and audience for the paper.

**Good Proficiency (17-16)**
- Ideas are clear and focused to support the topic and a clearly-developed central idea, but are not consistently insightful or thought-provoking.

**Minimal Proficiency (15-14)**
- Ideas are clear but conventional or general and support the topic, thesis, and audience for the paper.

**Non-proficiency (13-0)**
- Ideas are unclear or clichéd and demonstrate a lack of focus in support of the topic or a central idea, which may be vague or missing.

## Development

**Evidence (details, examples, etc.)**
- Development is illustrative, with abundant details and examples that arouse audience interest and provide relevant, concrete, specific, and insightful evidence with effective appeals.

**Score:**

**Proof or Rhetorical Appeals (ethos, logos, pathos)**
- Development is adequate, but may lack depth, with details and examples that arouse audience interest and provide relevant, concrete, specific evidence with effective appeals.

**Score:**

## Organization

**Structure**
- Organization is coherent, unified, and effective in support of the paper’s purpose and consistently demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.

**Score:**

**Coherence**
- Organization is coherent, unified, and effective in support of the paper’s purpose and usually demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.

**Score:**

**Unity**
- Organization is coherent and unified overall in support of the essay’s purpose, but is ineffective at times and may demonstrate abrupt or weak transitions between ideas or paragraphs.

**Score:**

**Topic Sentences**
- Organization is confused and fragmented in support of the essay’s purpose and demonstrates a lack of structure or coherence that negatively affects readability.

**Transitions**
- Organization is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice.

**Score:**

## Style

**Sentence structure**
- Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and precise word choice.

**Score:**

**Word choice**
- Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice.

**Score:**

**Tone**
- Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice.

**Score:**

**Voice**
- Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice.

**Score:**

## Grammar, Format, and Mechanics

**Paper format**
- Format, grammar, spelling, and punctuation are correct; meet all assignment directions, and work expertly to support the essay’s purpose.

**Score:**

**Standard Written English (commas, s-v agr., sentence boundaries, etc.)**
- Format, grammar, spelling, and punctuation are correct and meet all assignment directions, and work generally to support the essay’s purpose.

**Score:**

**Spelling**
- Format is mostly correct and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.

**Score:**

**Documentation format (MLA or other required) format**
- Format faulty, does not meet sufficient aspects of the assignment direction, and does not support the essay’s purpose. Numerous distracting errors in grammar,
| Other: |  |  | spelling, and punctuation. |

**COMMENTS:**